DOCUMENT RESUME

ED 148 849 TM 006 734

AUTHOR Nesbitt, Hadley
TITLE College-Sponsored Experiential Learning--A CAEL Student Guide.
INSTITUTION Cooperative Assessment of Experiential Learning, Columbia, Md.
SPONS AGENCY Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE 77
NOTE 87p.; May not reproduce well due to marginal legibility of original document; for related document, see TM 006 726
AVAILABLE FROM Cooperative Assessment of Experiential Learning, American City Building, Suite 403, Columbia, Maryland 21044 ($3.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *College Students; Cooperative Education; Cooperative Programs; Educational Objectives; *Entry Workers; *Guidelines; Higher Education; Informal Assessment; Internship Programs; Interpersonal Competence; Learning Experience; *Orientation Materials; *Self Evaluation; Student Employment; Student Evaluation; Work Experience; *Work Experience Programs
IDENTIFIERS *Experiential Learning

ABSTRACT

This guide is designed for college students who are involved in college-sponsored, off campus work experience programs, to help them meaningfully integrate these experiences into their ongoing educational programs. It would also be useful to anyone entering their first working situation. Basic steps which are outlined include selecting and preparing for the learning experience, involvement in the work situation, and integrating the learning derived from the experience into an ongoing academic program. The appended charts, check lists, and worksheets further explain these steps, and are useful for self evaluation. (Author/MV)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148849

TM006 734

cael COOPERATIVE ASSESSMENT OF EXPERIENTIAL LEARNING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

College-Sponsored Experiential Learning– A CAEL Student Guide

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

CAEL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Hadley Nesbitt

CAEL STEERING COMMITTEE/BOARD OF TRUSTEES

Morris T. Keeton,*# CHAIRPERSON
Provost and Vice President
Antioch College

Richard J. Allen*
Director, Division of Arts & Sciences
The Johns Hopkins University Evening College

George Ayers*# SECRETARY effective 10/76
Vice President and Dean for Academic Affairs
Metropolitan State University

Barbara A. Barbato*#
Director of Contract Center for Individualized Study
Webster College

Neal R. Berte*#
President
Birmingham Southern College

James D. Brown, Jr.*#
President
Thomas A. Edison College

Arthur W. Chickering*#
Vice President for Policy Analysis and Evaluation
Empire State College

Hortense Dixon*
Vice President for Urban Programming
Texas Southern University

John S. Duley*#
Director, Field Experience Program
Justin Morrill College
Michigan State University

Nirelle J. Galson#
Assistant Director, Independent Study
Degree Program
Syracuse University

Sheila Gordon*#
Associate Dean for Cooperative Education
LaGuardia Community College

Cyril O. Houle*
Professor of Education
University of Chicago

Winton H. Manning*
Vice President, Development
Educational Testing Service

Larraine R. Matusak#
Dean, College of Alternative Programs
University of Evansville

Jules O. Pagano,*# VICE CHAIRPERSON
Dean, Program Development and Evaluation
Florida International University

Jean M. Pennington*
Director, Continuing Education for Women
Washington University

Jane S. Permaul#
Dean, Experimental Educational Programs
University of California at Los Angeles

David H. Provost*#
State University Dean
New Program Development and Evaluation
California State University and Colleges

Gilberto de los Santos*
Dean of Instructional Development
El Paso Community College

Robert F. Sexton#
Executive Director, Office for Experiential Education
University of Kentucky

Peter P. Smith,*# SECRETARY prior to 10/76
President
Community College of Vermont

William G. Thomas*
Director, New Dimensions
Los Angeles Community Colleges

Urban G. Whitaker#
Dean of Undergraduate Studies
San Francisco State University

*Member of the CAEL Steering Committee that supervised the project during the period when the work reported in this volume was carried out.

#Member of the CAEL Steering Committee and Board of Trustees that took office October 12, 1976.

CAEL is an educational association of 250 institutions of higher education and other educational organizations. It was chartered by the Regents of the State of New York in September, 1976 for the purpose of fostering experiential learning and the valid and reliable assessment of its outcomes.

CAEL (Cooperative Assessment of Experiential Learning) started in March, 1974 as a research and development project involving Educational Testing Service and a group of colleges and universities. Funding was provided initially by the Carnegie Corporation of New York and subsequently by the Ford Foundation, the Lilly Endowment, and the Fund for the Improvement of Postsecondary Education.

Through June 30, 1977 inquiries concerning activities, publications, or membership should be addressed to CAEL, Educational Testing Service, Princeton, NJ 08540.

Following June 30, 1977 all correspondence should be addressed to CAEL, American City Building, Suite 403, Columbia, MD 21044.

The price of this publication is $3.00 per copy.

COLLEGE-SPONSORED EXPERIENTIAL LEARNING--
A CAEL STUDENT GUIDE

Hadley Nesbitt
Educational Testing Service

Cooperative Assessment of Experiential Learning

Copyright © 1977 by CAEL.

All rights reserved.

Illustrations by Zina Parubchenko.

Contents

	Introduction	1
I.	Choosing the Learning Experience	9
II.	Preparing for the Learning Experience	23
III.	Involvement in the Learning Experience	35
IV.	Synthesizing the Learning Experience	52
	Additional Sources of Information	59
	Acknowledgements	61
	Worksheets	63

A. Student Goal Analysis
B. Items to Clarify before Accepting a Work Experience Offer
C. Analysis of Specific Learning Objectives
D. Basic Preparation
E. Learning Plan Outline
F. Weekly Monitoring of Learning Outcomes
G. Self-assessment of Learning Objectives
H. Personal Assessment of Post-experience Learning
I. Plans for Future Learning

Note to the Reader

This is a *Guide* for students whose educational programs include some kind of recognized experience outside the classroom. Many colleges and universities permit students to elect certain types of employment or field experience as a means of independent study. Others consider such experience important enough to require it of their students.

Whatever the arrangements, the participating student often wonders how to make the most of the experience:

How does it fit into the overall academic plan?

What knowledge and skills can you gain from a work setting that will be useful in the classroom?

And what knowledge and skills obtained in the classroom will be useful on the job?

How do you choose an appropriate kind of employment or other field experience?

What preparation is necessary?

How can you accomplish maximal learning on the job and at the same time satisfy the expectations of your employer?

In what ways can you monitor your own progress?

How do you deal with unexpected or negative aspects of a work experience?

How will the learning experience be assessed, and by whom?

The *Guide* is intended to help students answer questions like these and to integrate their work experiences meaningfully into their ongoing educational programs. It is particularly intended for those students who are embarking on a field experience for the first time, or whose previous field experiences have been limited and without much guidance. The *Guide* may be required in your academic program, and you may be asked to turn in all or some of the worksheets that are included at the end of the text as perforated tear-out sheets, punched for a 3-ring binder.

Students who have already participated extensively in field experience, or who simply have considerable employment experience, may find much of the book unnecessary or may wish to supplement it with additional material. Graduate students may find that they need more information. Of course, it is impossible for one guide to meet the needs of every kind of student in the broad range of sponsored experiential learning programs. However, even students with extensive field experience may find that the *Guide* is helpful because it includes essential elements that they may not have previously considered.

Experiential Education

Today, more than ever before, educators are recognizing the importance of such sayings as, "There is no substitute for experience"; and "Experience is the best teacher." The world of experiential learning is being described, explored, and mapped in ways that will enable academic institutions to utilize this kind of learning more effectively.

Experiential education is different in several respects from classroom education. In its simplest definition, it is learning by doing. There are may kinds of experiential education, but the specific concern here is with what is called field experience education or "sponsored" work experience.

Throughout the *Guide*, you will see the expressions "field experience," "work experience," and "placement" used interchangeably. None of these adequately describes all college-sponsored experiential learning programs. "Work" implies an employment setting, which is often not the case, and "field" experience suggests activities separated from the academic institution, when, in fact, such experience can occur in an office or other setting right on the student's own campus. ("Off-campus" is inaccurate for just this reason.) The above terms are merely shorter expressions for "college-sponsored learning experiences outside the classroom."

This kind of experience is a valuable supplement to learning on the campus. College classrooms and laboratories provide students with the theoretical background, accumulation of information, and other skills essential for many kinds of careers. However, it is only after students have had a chance to apply this learning in specific practical situations that the learning becomes truly relevant to actual occupations. And as students become adjusted to these new experiences, they realize that they are acquiring important new learning that their colleges alone could not have provided them.

Sponsored Work Experience

For the purposes of the *Guide* we are talking about learning experiences that (1) have a work-like quality in the sense of involving a product or a service, (2) may or may not involve pay, (3) are supervised by an experienced person, and (4) are related to some academic or career field, though it may be broad--like legislative activity--or specific--like sculpturing.

A few types of sponsored work experience have been in use for many years and are quite well-known. They include *preparatory internships and apprenticeships*, *cooperative education programs*, and *work/study programs*. In a preparatory internship or apprenticeship, a student acquires skills in the occupation or profession for which he is preparing by working under the supervision of a practicing person in that field. Such training has long been used to prepare students for careers in medicine, law, education, social work, nursing, theology, and the skilled trades.

In cooperative education and work/study programs, periods of study on the campus may be regularly alternated with intervals of employment or may be concurrent with the employment. Most cooperative education work settings are in business, industry, government, and community-related activities. There is often a heavy emphasis on "on-the-job training" in cooperative education, in the interest of preparing students for related careers after they graduate. On the other hand, some cooperative and work/study programs are less concerned with preparing students for specific careers than they are with broadening their horizons, helping them attain new cultural awarenesses, and helping them learn to assume important new responsibilities.

During the last decade, traditional cooperative education and apprenticeship programs have been joined by newer kinds of off-campus work experiences designed to meet special student needs. They include:

- *Cross-cultural work experience*, in which students become involved in other subcultures and cultures by living or working in them, or by working for social agencies that serve them.

- *Career exploration*, in which students compare the realities of certain jobs and employing organizations and institutions with their expectations of them.

- *Service-learning internships*, which are designed to give students the satisfaction of meeting human needs while they are involved in a significant learning experience.

Students can enhance their personal growth and development by serving apprenticeships to craftsmen, joining in the work of religious groups, participating in human relations groups, or taking part in wilderness survival programs. They can work for social change in communities by joining political action groups. They can engage in field research in disciplines such as geology, archaeology, and anthroplogy under the supervision of museums and other employers, and report their findings to the faculty. In some settings they will receive wages or salaries for their work; in others they will serve as volunteers. Nearly always, in addition to acquiring skills and knowledge useful in their academic programs, they will learn a great deal about "the world of work," about human values, about previously unfamiliar environments. They will find unexpected challenges, improve interpersonal skills, reach satisfying new levels of responsibility.

Using This Guide

If you are a student who is about to choose a new learning experience consistent with both your own objectives and the requirements of your college program, the *Guide* can help you in your selection. It can also help you prepare for the experience. Even if you are already engaged in some kind of field experience, the *Guide* will enable you to derive maximum learning from it. It will help you to put together all you have learned from the experience and to merge what you have learned with your on-campus studies. This, in turn, should aid you in refining your educational plans and in planning for future employment.

While involved in field experience, you will be working under the sponsorship of one or more faculty members or other staff at your institution.[1] Such a person might have referred you to the *Guide* and may be familiar with it. The sponsoring educator will be interested in assessing what you have learned from your experience and might use some of the methods suggested in the *Guide* to accomplish this. Assessment of experiential learning entails more than just the assignment of a grade by a faculty member to a student. Faculty members are interested in appraising the experience, with an eye toward maximum learning potential, feedback for use in the classroom, and advising other students to participate in similar experiences. Your employer or supervisor in the field will evaluate you from a different perspective, as will your peers and any clients or people served by the work you do. Your own self-assessment will be important to you. One of the purposes of the *Guide* is to make students aware that all of these forms of assessment are real and important and must somehow be balanced in the process of work experience. They can be integrated as effectively as the learning itself.

Learning through field experience can be immensely satisfying. Unlike totally academic study, work experience usually involves an immediate product or service serving the needs of someone other than the student. You will discover that, as you get deeply involved in the field experience, you may acquire an enormous amount of learning almost as a by-product. It will not be effortless learning, but the fact that much of your effort will be directed at something other than the learning itself will often make it seem effortless. Of course, in order to learn most effectively in this way, getting used to the work setting itself will be important. We will point out some things to consider about that setting to help you adjust to it and to make it easier for you to recognize learning objectives that might not have even occurred to you.

---

[1] The term "faculty advisor" as used in this guide refers generally to anyone on the staff of the sponsoring academic institution--a faculty member, a counselor, or an administrator--responsible for advising students throughout a term of field experience.

The *Guide* is organized around *eleven basic steps* listed in the box on the following page. The steps are really general principles that can be followed in order to profit more from your learning experiences. As you go through the *Guide*, you will find the eleven steps identified, one after the other. Various charts have been included as suggestions of how to deal effectively with each step, and the tear-out worksheets at the end of the book will help you in implementing some of the suggestions. Remember that each learning experience is different and what you get out of it depends greatly on using your own good sense in seeing opportunities and on your own energy in pursuing them. We hope the *Guide* will give you some ideas that will help to enhance your experiential learning.

Eleven Basic Steps to a Useful Learning Experience

Step 1 — *Take stock of your educational goals* and those of your institution to determine what kind of field experience best seems to satisfy those goals. (See page 11.)

Step 2 — *Consider the placement options available* to you, compare them with your goals and qualifications, and choose the one that best meets your needs. (See page 18.)

Step 3 — *Define the principal task and duties* that you will be expected to perform in the work setting you have chosen. (See page 25.)

Step 4 — *Describe the specific learning objectives* that you expect to accomplish in the field experience. (See page 28.)

Step 5 — *Identify basic preparation* that will be essential and helpful in your work, and determine what additional special preparation might be necessary. (See page 31.)

Step 6 — *Devise a learning plan* that will guide you in meeting your learning objectives in the new experience. (See page 33.)

Step 7 — *Orient yourself to the work situation*, learn what your responsibilities and learning opportunities are, develop learning strategies. (See page 36.)

Step 8 — *Amend your learning plan*, and redirect your effort as necessary on the basis of what you have learned in getting oriented. (See page 45.)

Step 9 — *Monitor your learning* on a regular basis, both to keep on the track and to maintain a useful record. (See page 47.)

Step 10 — *Assess your learning outcomes*, and examine why some objectives were achieved well and others were not. (See page 54.)

Step 11 — *Establish new learning objectives* on the basis of what you have learned and how your goals have changed. (See page 58.)

I Choosing The Learning Experience[2]

The chances are that no matter how narrowly defined the qualifications for your sponsored field experience are you will have some freedom of choice as to the nature of the work and its setting. The experience you select will be determined by your own objectives, by the requirements of your college or university, and by the available work opportunities.

Within these limits, the range of options from which students can choose will vary appreciably. For example, a cooperative-education student in accounting may be able to select from only three or four positions with accounting firms that participate in the cooperative program. On the other hand, some liberal arts programs allow a student almost unlimited freedom in choosing an off-campus experience, provided the experience can be related somehow to goals in the student's learning plan and is approved by a faculty advisor. For most students, however, the freedom of choice they have lies between those two extremes.

Before you make your choice, consider som the special qualities of experiential learning. Experiential learning is learning by paricipating. It is learning by first-hand observation. It translates theory into practice, it tests skills learned elsewhere, it cultivates interpersonal qualities. It is learning in a new environment filled with important cues, some of which may not be directly related to the work itself. It requires asking questions of persons who possess a kind of practical expertise not always revealed in textbooks. It frequently involves sequences of conceptualizing, analyzing, and planning before taking action and interpreting that action.

---

[2] Note to the Student: If you have already chosen your new learning experience, or if this decision has already been made independently for you, you may prefer to skip directly to Chapter II.

In the traditional educational setting, we are given few opportunities to combine and integrate education and work in our lives, the theory being that we learn until we finish our schooling and then we go to work. If we want to acquire new knowledge, we should go back to school. Experiential learning in a work setting gives us an opportunity to learn and work at the same time. We can test and try ourselves in productive work, we can experience the satisfaction of helping to produce needed goods or services, and the result is that we learn.

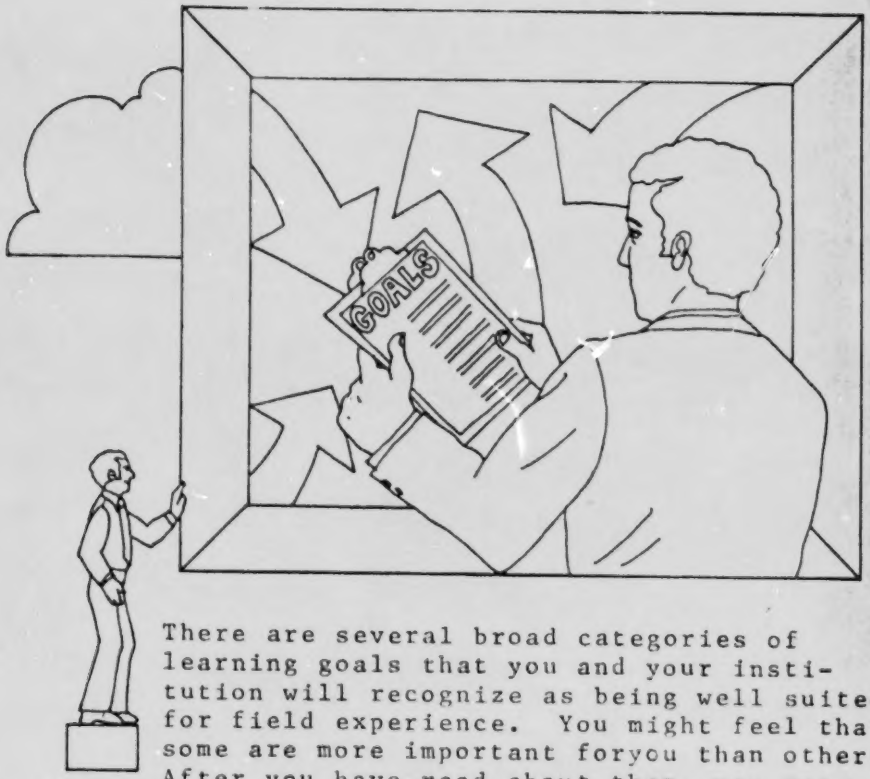
The opportunities for this kind of learning experience are greater than one might realize. They are filled with challenge and responsibility. Before you choose such an experience for yourself, you will want to consider your own goals and objectives, as well as those of the college or university where you are enrolled, and then look at the range of employment opportunities that can satisfy those two sets of objectives.

Of course, we all know that important learning often occurs without any earlier objectives related to it. In fact, even when learning objectives are known in advance, there are sometimes unexpected learning benefits outside these objectives that cause us to modify our original goals and establish new ones. But unanticipated learning should not prevent us from stating our objectives for any new experience from which we want to learn something.

In your own case, your experiential learning goals might consist of both learning goals, as well as personal objectives not directly related to your own learning, but important and relevant to your choice. These latter objectives might include helping others, gaining self-reliance, earning money, making new social contacts, travel opportunities, and various other personal motives.

The objectives of the institution where you are enrolled, and those of your faculty advisor or couselor, are probably quite consistent with your own, and your education is of primary concern to them. Since you are attending the institution because of certain features in its educational program, you will probably find many similarities between the work experience options the institution will allow you to select and your own eventual preferences.

Step 1 Take Stock of Your Educational Goals



There are several broad categories of learning goals that you and your institution will recognize as being well suited for field experience. You might feel that some are more important foryou than others. After you have read about them, you can list and compare the ones that apply in your case.

Specific Job Competences

Are you preparing for a specific career, and do you want to acquire maximum skill before entering it? If so, you might be interested in a sponsored work experience that will place you as close as possible to persons engaged in similar careers. For example, a student studying civil engineering can obtain a job as an engineering aide with a group of practicing engineers. The tasks he works on will force him to learn new competences, and he will learn still others by observing the working roles of his supervisors.

For every job, a unique set of competences is required. If your college program is preparing you for a specific occupation or profession, you will have acquired many of the necessary competences in the classroom or laboratory before you begin work in that occupation or profession. But even so, you will discover that the work will require additional learning if you are to perform it successfully and perhaps eventually supervise that type of work.

Cooperative education programs are among the arrangements best suited to provide students with specific job competences. Because the employers in these programs are usually as interested in the career education of their participating students as they are in the actual work the students produce, they will make special efforts to instruct and guide them. But you can find many other arrangements outside of organized cooperative programs where the work will closely parallel your intended career and where you can acquire many of the special skills you will need.

Career Exploration

Are you uncertain about a career after college? Why not explore a few? There is no better means for career exploration than field experience education. Since a single brief period of work experience will typically expose you to more than one kind of work, you can often explore several careers at once. Even if you have already begun a career, you might want to upgrade your occupational status and gain a new outlook by trying out a higher rung in a career ladder. Consider just a few of the possibilities.

Your place of work can be an office, a factory, a bank, a hospital, a retail store, a farm, an inner city, and excavation, a studio, an oceanographic ship, a city hall. *You can observe and assist practitioners* as they investigate accidents, produce television shows, perform surgery, repair turbines, sell insurance, prepare court cases, teach remedial reading, operate computers, fill prescriptions, collect air samples, supervise day shifts, tag migratory fish, plan communities, design bridges, cousel drug addicts. *The clients you serve* can be welfare recipients, hotel guests, patients, passengers, retarded children, customers, youth groups, racial minorities, the general public.

In many field experience jobs, you will be able to explore careers not only through the work you perform, but also by observing a variety of careers in the setting where you are employed. For instance, students working as orderlies or lab assistants can observe first-hand the activities of practicing physicians in several specialties, as well as those of medical technologists, nurses, technicians, therapists, dieticians, and hospital administrators. Such observations can give students an excellent understanding of the skills and training required in various careers, and at the same time they can view the relative appeal of different occupations from the standpoint of challenges and frustrations, rewarding accomplishments, and working hours and conditions.

Of course, if you are undecided about a career, just knowing that "the world is your classroom" is not enough. Vocational counselors, short of recommending specific occupational choices can help students discover general vocational areas for which they seem well-suited. But you do not need to have defined your future very narrowly in order to use experiential education to advantage in exploring careers. This exploration process will enhance your awareness of your abilities, your interests, your preferences, your dislikes, and will have a bearing upon the choice you make.

Broadening Horizons

Perhaps you see an opportunity in field experience for a unique project or activity, something you may have had an urge to experience for some time. It could be helping a state senator write legislation. It could be working in a foreign country. It could be helping to design the interior of an apartment house. It could be coaching athletics in a boys' club, assisting in a nuclear physics lab, planning menus at a summer camp, working for your college registrar, monitoring a rapid transit system.

Such interests are often related to career explorations, but not always. They also can serve to broaden the horizons of students in the same ways that colleges of liberal arts and sciences encourage intellectual breadth by offering a diversified curriculum. Many professions depend on strengths that come from widely varied experiences. Writers, business executives, clergymen, counselors, teachers, city planners, and philosophers will nearly all tell you that diversified experiences not only helped to shape their careers, but continue to sustain them as well.

If you feel compelled to try some new form of work experience, you might first try to discover any motives that led to the impulse, and how they could be incorporated into your learning goals. If all your motives cannot be clearly identified with a career choice but you still wish to follow your impulse, there is probably no reason why you should not. The experience may clarify your goals and your motivation.

Learning About Work (Coping)

If you have spent most of your life until now as a student, you are accustomed to certain norms of behavior that students at all levels--from kindergarten to college--are expected to observe. Quite a few of these norms are determined by the regulations of schools, colleges, and faculty members. They have to do with class attendance, turning in assignments, and living in dormitories. Other student norms are determined by society and by students themselves. The effect is to surround students with a kind of culture of their own. Students notice this particularly when they move from one school environment to another.

Despite the vast variety of kinds of employment, the world of work seems to exhibit certain cutural norms of its own. Each employment setting reveals norms of its own, and one or more full-time work experiences will begin to make you aware of this. You will notice the expectations of supervisors, of the employing firm, and of your peers and colleagues. You will discover the importance of getting to work on time, being pleasant all day, writing clear reports, asking for new assignments, following instructions that might not be to your liking.

You will learn how to cope. You do not have to work on an assembly line to eventually feel a sense of monotony or boredom in your work. After the novelty has worn off, and the initial challenges have been met, employees often feel a "letdown." One way of coping with this is to seek new assignments within limits set by the employer. Employees must also learn to cope with irate customers, grumbling co-workers, conflicting instructions from two or more superiors, unexpected requests for overtime work, union regulations, transportation problems, and "red tape." Coping in all these instances can be helped by a familiarity with regulations that employers distribute to their employees, by establishing good rapport with supervisors, and by seeking the advice of any co-workers with greater experience. You will probably discover that, having dealt with these problems in one work setting, you will be able to make easier adjustments to future jobs, no matter how different they are from the first one.

Interpersonal Skills

It is difficult to imagine any job in which the employee does not have to deal with other persons. Even self-employed persons have their clientele or their agents. Getting along in the world of work--not to mention "success" in it--depends on a variety of interpersonal skills. The most basic kinds of work involve communicating, lending assistance, responding to directions. In more advanced positions, skills like advising, supervising, and negotiating are essential.

Employers in every field are accustomed to recognizing interpersonal skills, and they use their evaluations of such skills in making important decisions about employees. But only a few college programs, like those in social work and educational counseling, have traditionally paid much attention to these qualities.

Recently, faculty and educational researchers interested in experiential education have begun to describe the functions of interpersonal skills in various academic and working environments. They have begun to catalog many of the more essential skills and are describing methods whereby colleges can assess the degree to which students have learned them.[3]

Your own college, your counselor, or your faculty advisor, may ask you to include among your learning goals the development of certain of these skills. In any case, you ought to be aware of their special place in experiential learning.

Learning from the Local Environment

In some kinds of field experience education, students can learn as much, or even more, from the environment in which they work as from the work itself. In cross-cultural experience, for example, the major thrust of the experience is aimed at learning from exposure to a culture that is unfamiliar to the student. Public service internships also frequently place students in new cultural environments.

A student from a large northern city might assist a case worker in a small Appalachian town. The effectiveness of the student in such an example would depend on rapidly becoming familiar with (learning about) a different dialect and unfamiliar customs.

If in your own field experience you would like to know more about an unfamiliar environment, begin now to list some of your learning objectives for that environment in order to help prepare for them later. Even if your field experience will emphasize other learning goals, keep in mind that every new work setting is a new environment and, as such, can stimulate learning.

---

[3] For a better understanding of the importance of interpersonal skills see Paul Breen, Thomas F. Donlon, and Urban Whitaker, *Learning and Assessing Interpersonal Competence--A CAEL Student Guide*, Princeton, N.J.: CAEL, Educational Testing Service, 1977.

Other Learning Goals

You may have other learning goals for your field experience. You may want to perform research that is more applicable to your future academic studies than to specific job competences. Your college might want its students to learn to accept new levels of responsibility, and you might want to learn a skill for purely recreational reasons. (As you become familiar with experiential education, you will note that work, education, and leisure are more closely related through learning than you might have thought earlier.)

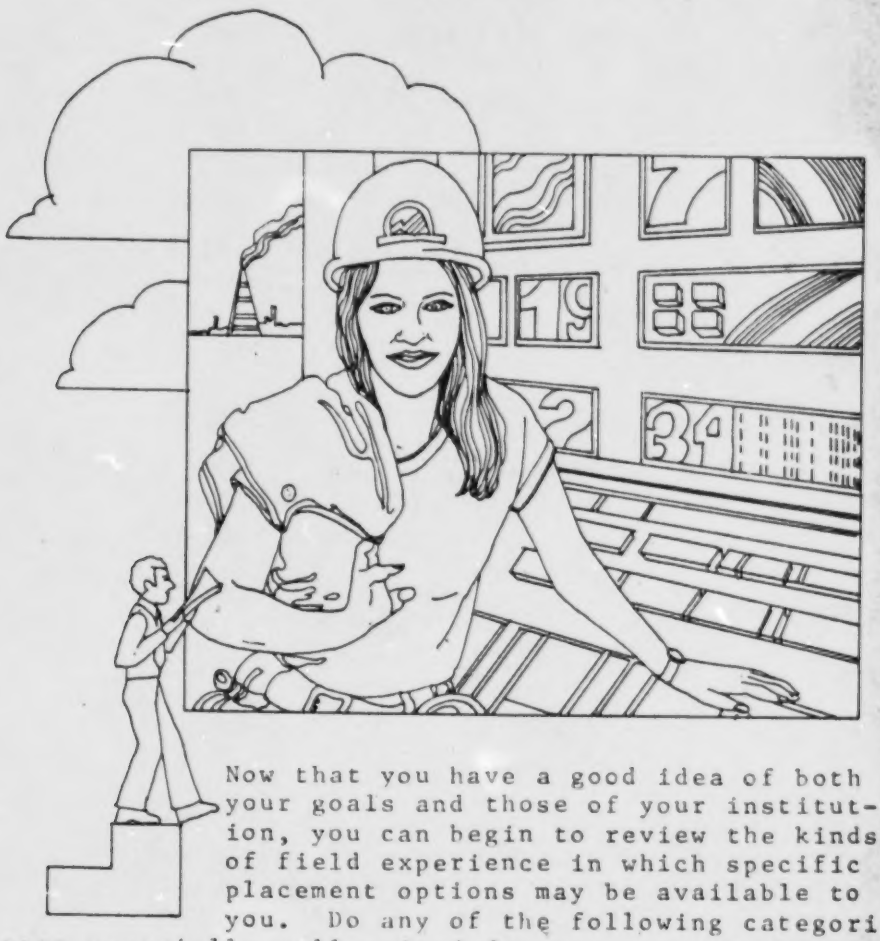
Examining Goals

Whatever your learning goals and those of your college are, you will find it helpful to list and examine them. Worksheet A, in the section of worksheets at the end of the *Guide*, will assist you in doing this. It is important to understand that there are two ways of looking at learning goals. First, there are you own personal objectives--things you want to learn because of their special importance to you rather than because they are required in your program. On the other hand, your college and its faculty members have a professional view of learning goals for you and your fellow students, and they recognize the importance of certain learning outcomes in fulfilling the requirements for an academic degree.

Worksheet A gives you a way of listing and comparing your own general goals with those of your institution. Ranking the goal areas in the order of their importance to you might not be difficult, but what about their importance to your institution? Talking with your faculty advisor or a campus counselor should give you a better idea of your institution's goals for its students, as well as which are required, encouraged, or recognized in the awarding of credit for field experience.

After you have filled in the two columns on the worksheet, you may notice some conflicts between the two sets of goals. But the fact that your college might not place importance on a particular goal area that is important to you should not force you to eliminate that area from your planning, although you might have to place less emphasis on it in the actual field experience because of time limitations.

By using the worksheet to put all these factors in perspective, you will be making a good beginning toward a rewarding learning experience.



Step 2 Consider the Placement Options Available

Now that you have a good idea of both your goals and those of your institution, you can begin to review the kinds of field experience in which specific placement options may be available to you. Do any of the following categories seem especially well-suited for your requirements?

- *Apprenticeship training* (training connected with your major field of study; involves internships or other means of working directly with practitioners in that field).

- *Cooperative education* (arrangements involving agreement between a number of employers and your college, *if* it has such a plan; typically, but not always, emphasizes major areas of study).

- *Work/study* (sometimes used to refer to cooperative education, but also can refer to other college-sponsored programs involving long periods spent off-campus, not always in your major area of study, and often without formal agreements with employers).

- *Cross-cultural experience* (can describe just living in an unfamiliar culture, but can also refer to working for social agencies that interact with cultures unfamiliar to the student).

- *Service-learning internships* (either paid or unpaid work that combines the satisfaction of serving others with learning opportunities; includes *public service internships*).

- *Volunteer programs* (part-time or temporary service with civic organizations, community service programs or other activities).

Other categories include *preprofessional training, social/political action, personal growth and development, field research, career exploration, occupational development,* and *academic discipline/career integration.* These different labels should not imply that the categories are mutually exclusive. In fact, many types of field experience can be classified in two or more categories. Some of the classifications have to do with the main purpose of the experience, some with its relationship to the academic program, and some with its setting. The chart on the following page, suggested by Richard Allen of Johns Hopkins University, shows a typology of field-work experiences.

Typology of Experiential Education

Differentiating Factors

1. Nature of Placement
   a. Full-time off-campus (once only)
   b. Repeated full-time
   c. Part-time (concurrent with classroom work)
   d. Field research project (group effort)

2. Objective of the Experience
   a. Self-actualization & development
   b. Career exploration
   c. Skills acquisition
   d. Serving society
   e. Changing society
   f. Conducting research
   g. Application of knowledge, methods, skills

3. The Setting
   a. Culturally different environment
   b. Business and industry
   c. Helping agencies
   d. Government
   e. Private (wilderness, craftshop, psychological institution)

4. Optimal Academic Level of Students
   a. Low (freshmen & sophomores)
   b. Medium (upperclassmen with some experience)
   c. High (graduate students)

5. Relationship of experience to academic program
   a. Reinforces specific curriculum major
   b. Fulfills broad general education objectives

Note. This figure has been adapted by the author from an original chart by Dr. Richard J. Allen, Director, Division of Arts and Sciences, Johns Hopkins University Evening College and Summer Session.

When you have selected the type or types of field experience you would most like to pursue, you may follow several lines of inquiry that can help put you in touch with actual work options:

- *Talk with your academic advisor or couselor.* If your college participates in a cooperative education program, this person may be able to provide all the essential information.
- *Visit your college's placement office.* This office ordinarily will have a special file on short-term jobs for work/learning experience.
- *Check with other offices on campus.* Counseling offices, work/study offices.
- *Contact professional societies, labor unions, or other agencies that are interested in developing interest among prospective career employees.*
- *Call or visit community volunteer agencies.*
- *For information on public service openings, contact a state or municipal personnel department, a state or local internship office, or the U.S. Civil Service Commission.*
- *Read classified advertisements for employment listings related to your area of interest.*
- *If necessary, visit a public employment office.*

Advice on how to go about seeking employment is a subject in itself, and we make no effort to cover it adequately in the *Guide*. However, the following facts should be encouraging to you:

- Any institution with a strong commitment to learning through work experience is not likely to stand by while a student unsuccessfully looks for an appropriate job. Your college can probably help you.

- Many types of sponsored work experience are either low-paying or employ volunteers. High unemployment rates have few effects on the availability of such jobs.

- Summer employment and short-term employment at other times of the year enable employers with cyclical work loads to be more efficient. Students are excellent candidates for this kind of work.

- Employers welcome the opportunity to try out student employees with an eye toward recruiting the more able ones as permanent employees after they graduate.

Probably, you will locate an experience that satisfies some, but not all, of your goals. Before you accept a work offer, answer the questions on Worksheet B to ensure that you have carefully considered all relevant aspects of the work experience. This should help you feel confident that your choice is a wise one.

II Preparing For The Learning Experience

As you embark on your new work/learning experience, you will not be able to anticipate every aspect of it. In fact, one reason you have chosen it is because it holds in store new dimensions of learning that you can only experience in the setting itself. However, there are a few steps you can take to ensure that you will adjust quickly and comfortably to the work and that you will make the most of its learning opportunities. These steps need not take much of your time, and you will appreciate their importance later. To be *prepared* for the learning experience is mostly to be well-*informed*.

A Word About Assessment

Like the assessment of student work in the classroom, the assessment of experiential learning is carried out in a number of different ways, and faculty and institutions are not always in agreement as to the most effective methods. What is usually wanted in assessing a field experience is an evaluation or measurement of the learning--the skills and the knowledge--that the student has acquired in the experience.

The philosophies of institutions also [illegible]as to how the results of assessment are used. In a few cases, the record of field experience is a requirement that does not even appear on the student's transcript, but in most college-sponsored programs some sort of academic credit is awarded. At some insitutions, a grade is also given to the student; at others, instead of a grade a narrative evaluation is written for the student's record. A few insitutions leave the assessment entirely up to the student.

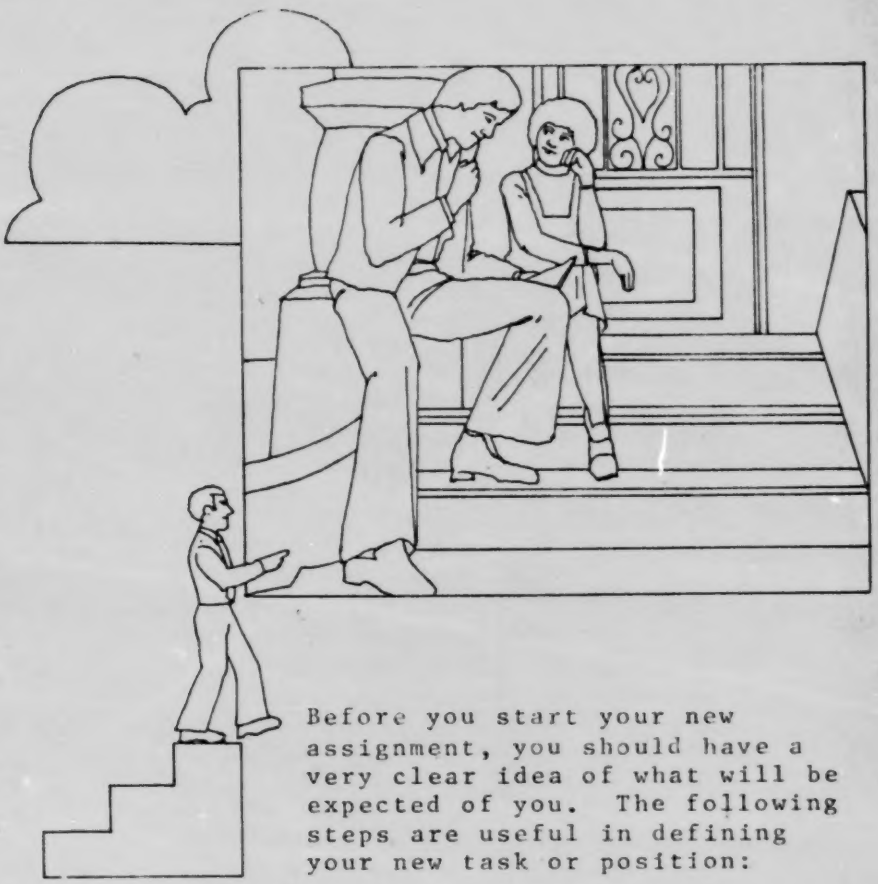
In preparing for your new field experience, you might consider these important questions about assessment:

What will be assessed? (New skills and knowledge, improvement of existing skills, fulfillment of your learning plan.)

When will the assessment occur? (A preassessment takes into account the level of learning at which the student begins the experience, interim asssessments are used to monitor progress, and a postassessment is used for the final evaluation.)

Who will perform the assessment? (Self-assessment is done by the student; all other assessments are said to be *external*. External assessment can be performed by faculty or staff at the student's institution, by the field supervisor, by outside experts, by clients, and by peers.)

How will the assessment be carried out? (Methods include written and performance tests; simulations and games; interviews and oral exams counducted by experts; ratings, rankings, and checklists; "products" such as reports, journals, and portfolios; and a report of the student's own self-assessment.)



Step 3
Define Your Principal Task and Duties

Before you start your new assignment, you should have a very clear idea of what will be expected of you. The following steps are useful in defining your new task or position:

Read about the type of work you have selected in career planning books obtainable in your library or counseling office.

Talk to students who may have worked in the same or similar situations.

Talk to local professionals in the same field.

Talk personally to your new supervisor; try to understand what he or she actually expects you to do.

Get as much descriptive literature as you can on everything connected with the new experience--the company, agency, region, neighborhood, etc.

Visit the location, if possible; if not, correspond or talk by telephone with the supervisor, or another official, using a list of questions you have prepared in advance.

In the field experience, you will be reporting to a supervisor. Although that person may have a genuine interest in your learning objectives, he or she will be primarily interested in the work you produce as related to the needs and functions of the employing agency or organization.

As with any new job, your supervisor will have a description of the principal task or duties involved. Once on the job, you may find that the employer will give you considerable latitude in ranging beyond the boundaries of the description, but just the same, it is a good idea for you to obtain such a description beforehand, preferably in writing.

One useful device for you, your supervisor, and your sponsoring faculty member might be a *placement contract.*[4] (An example of a placement contract appears on the following page.) This is not a contract in the strict legal sense, but merely a relatively simple form that all three parties can retain for future reference. It can help to prevent any future misunderstandings on the part of anyone about the nature of the work that you will be expected to perform or the general working arrangements and conditions.

If you or your advisor would prefer something less formal than a placement contract, you can make out a simple schedule showing in a general way what the supervisor expects you to accomplish during the term you are employed. In either case, it would be wise for you to meet or correspond with the supervisor *before* putting anything in writing in order to discuss ways in which the employer might make special accommodations for your particualr learning objectives. Then, if the supervisor agrees to such conditions, they can be noted in the written description of your responsibilities.

---

[4] Some institutions use *learning contracts* in addition to, or instead of, placement contracts. The emphasis in a learning contract is on the learning outcomes the student expects to achieve in the field experience.

Example of a Placement Contract*

CAREER EXPLORATION - JMC Field Experience Office

PLACEMENT CONTRACT

Student's Name: _____

Placement: _____
Address City State

Supervisor: _____

_____
Title or Position

Student's Duties and Responsibilities: _____

_____

_____

_____

_____

Working Arrangements and Conditions: _____

_____

_____

_____

_____

Length of Placement _____ to _____

Compensation _____

Signed: _____
Student

_____
Placement Supervisor

_____
Field Experience Staff Member

_____
Date

*Form provided courtesty of John Duley, Justin Morrill College, Michigan State University.

Step 4
Describe Your Specific Learning Objectives

If you have used Worksheet A, as suggested in the first chapter, you should be able to examine and compare the relative importance of the goals you and your college hope to accomplish through your field experience. When you compare these goals with your expected responsibilities -- as described in a placement contract or a schedule -- you will begin to have some idea about the particular goals you will be able to accomplish most effectively in the new setting. You can then set your sights on some identifiable *learning outcomes*.

Worksheet C will enable you to analyze those specific learning objectives that you feel you can realistically achieve during your experience.

Focusing on Goals That Can Best Be Met in the New Setting--Two Illustrations

A liberal arts freshman preparing for a teaching career is uncertain about the grade level at which she would prefer to teach and would like to explore teaching careers by working in a large, comprehensive high school. She has a secondary interest in developing some of the specific job competences required of teachers. The college she attends allows her to participate in a 10-week period of field experience early in her sophomore year, provided the program is approved by a faculty committee as one that "encourages a high level of responsibility." The student is unable to obtain work in a high school, but lands an internship teaching English to Spanish-speaking immigrants in a community center. Although she realizes she will not have the opportunity to observe enough other teachers to do any real career exploration, she can now make the acquisition of certain teaching competences a primary objective.

A community college student is required to spend a term working in his major area of study, aircraft maintenance. The student wants to acquire competences in repairing helicopters, but can only find employment as a "line boy" servicing light planes at a small suburban airport. However, the student believes that he possesses some good interpersonal skills and convinces the airport manager to let his work behind the airport's main reception desk for an hour each afternoon. The student decides that his chief learning objective for the experience will be to improve his interpersonal skills and to learn office techniques that will prove useful in starting a business of his own some day.

Prior Skills, Knowledge, and Attitudes

As you look over your learning objectives, you may wonder which of the skills, knowledge, and attitudes that you already possess will be useful in the new work you will be undertaking, and how the work opportunity may both build on your strengths and correct your weaknesses. To have a better understanding of such qualities, take time to do the following:

1. Go back over each of your learning objectives, and try to think of the proficiencies you have already learned that will especially equip you for meeting the objectives.

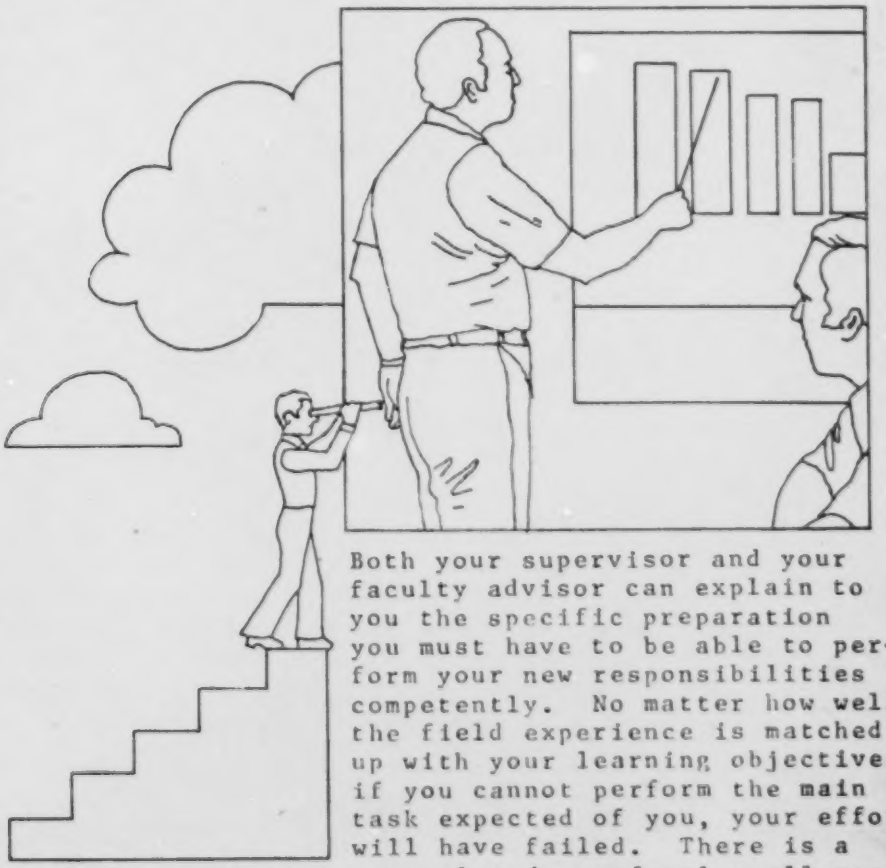
2. Look at the characteristics of the work you will be experiencing, and try to get a sense of what you want to accomplish with respect to building on your previous learning--polishing and refining your existing strengths, and improving upon areas of weakness.

3. Bear in mind that near the conclusion of your experience, you will want to undertake another self-assessment to take account of your learning and examine the outcomes that will be the real evidence of how your skills, knowledge, and attitudes have improved.

4. Try to find out what kinds of external assessment of your learning will be required, both before and after the field experience. If you are to receive academic credit for your experience, you will want to know about the minimum learning outcomes you must demonstrate. Your faculty advisor can help you here.

The Participants in the Experience

You have noticed that there will be three principal participants in the learning experience--you, your faculty advisor or sponsor, and your work supervisor. In the next chapter, the roles of the three will be discussed more fully, but you should know as you prepare for the experience that two of them--yours and your faculty advisor's--will change considerably from the ones familiar to you on your campus. The faculty member will no longer be "in charge" as a direct supervisor of your work, but instead will assume a frequently less visible role, furnishing administrative support in the background and responding as necessary to certain questions you may have as you go along. Your new student role will require a great deal more initiative--or perhaps a different *kind* of initiative--than the role you have been expected to play in the classroom. Simply anticipating these role changes will avoid frustration and confusion as you get under way.



Step 5
Identify Basic Preparation

Both your supervisor and your faculty advisor can explain to you the specific preparation you must have to be able to perform your new responsibilities competently. No matter how well the field experience is matched up with your learning objectives, if you cannot perform the main task expected of you, your effort will have failed. There is a good chance that you are already perfectly well-prepared for the experience, but you will want to determine this well in advance of the date you begin work. Worksheet D can help you do this.

The following categories of specific preparation may be important for you:

- *Prior experience.* Example: If you are to be employed as an assistant manager in a retail firm, previous retail experience may be a prerequisite.

- *Classroom instruction.* Example: If your internship with an architectual firm requires drafting, a previous course in engineering drawing or drafting is a necessity.

- *Readings.* Example: As a reporter for a regional newspaper, you will benefit from having read recent issues of that paper, beyond any other readings required in journalism courses that you have taken.

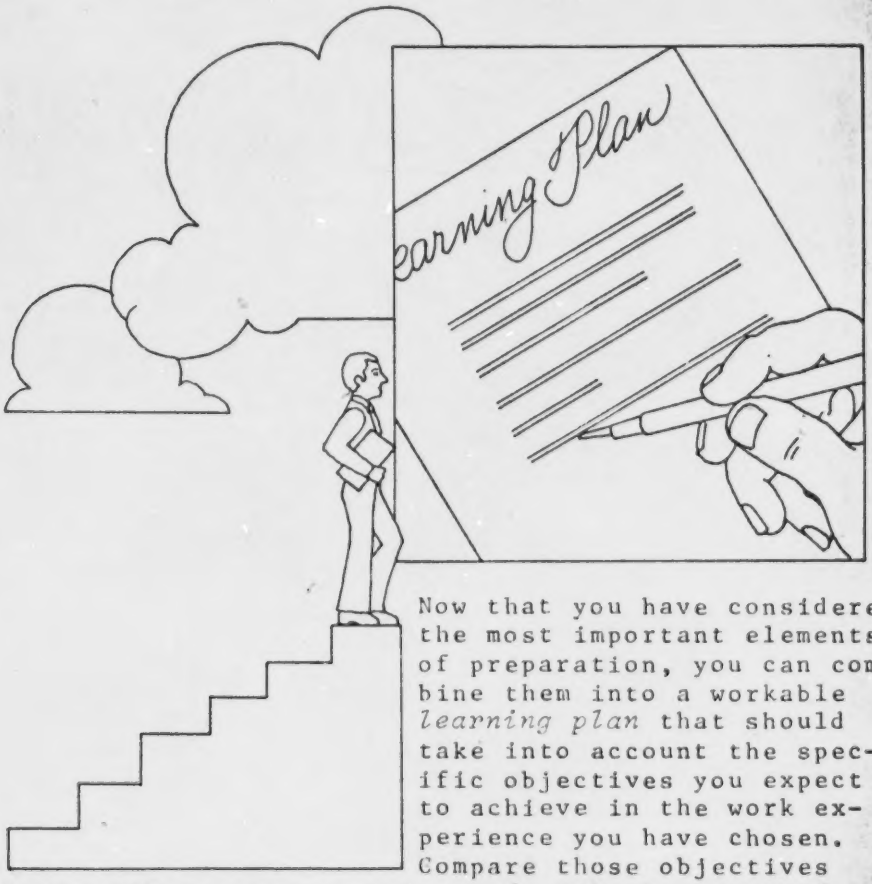
Finally, you will want to know in advance about certain administrative and personal details--various applications and tax forms to be filled out, transportation or housing arrangements, union memberships, employee benefits, medical examinations, etc. Your employer should be able to give you information on all such matters.

Some Worthwhile "Tools" for Field Experience

Regardless of the exact nature of your learning experience, there are a few "tools"--ways of looking at the experience--that will help you learn. Among *the observing, the recording, and the reporting tools* are *journals* (diaries), both structured and unstructured, and various *analytical reports*, all of which enable the student, while writing them, to reflect on his or her experience over a short time--a single day, for example--and later to review them. Such journals and reports are often required by the sponsoring academic program as a part of the assessment process.

Especially in cross-cultural learning, but in other kinds of field experience as well, you will encounter new values and value systems foreign to your own. Sometimes conflicts between your own and someone else's values will make certain decisions extremely difficult and force you to analyze the relative merits of both.

We acquire our values in many ways--from the moralizing and teaching of others, from our own reading, from examples set by persons we admire. But these values can occasionally interfere with one another. When they do, decision-making gets difficult. Louis Raths has outlined a process of *valuing*, aimed not at instilling particular values but at giving people a better awareness of their already-formed and newly emerging beliefs.[5] The three main components in Raths' approach are *prizing* one's beliefs and behaviors, *choosing* one's beliefs and behaviors, *acting* on one's beliefs. A number of exercises based on this approach are incorporated in a process known as *values clarification*.[6]



Step 6
Devise a Learning Plan

Now that you have considered the most important elements of preparation, you can combine them into a workable *learning plan* that should take into account the specific objectives you expect to achieve in the work experience you have chosen. Compare those objectives both with your preparation and with the responsibilities you expect to have on the job.

---

[5] Louis Raths, Merrill Harmin, and Sidney Simon, *Values and Teaching*, Columbus, Ohio: Charles E. Merrill, 1966.

[6] See: Sidney Simon, Leland Howe, and Howard Kirschenbaum, *Values Clarification*, New York: Hart Publishing Co., 1972.

The learning plan will give you an important frame of reference as you experience the exact nature of the work compared with your earlier expectations of it. As you become familiar with the work, certain parts of the plan will be reinforced but other parts may need to be revised. For example, a student's first assignment might be to assist with the nightly cashier's audit behind the front desk of a large hotel. If the student proves unusually capable and personable in dealing with guests, the supervisor might decide to give the student more responsibilities of that nature, and the student might have to revise a portion of the learning plan related to improved accounting skills.

Worksheet E provides an outline for your learning plan. Begin by referring to Worksheets A and C, and list the main goals and objectives you expect to accomplish in your new assignment. Then write a brief description of the features of your field experience that you expect will best help you meet these goals. Next, briefly describe your responsibilities to your new employer, and determine if there are potential conflicts between your work responsibilities and your learning objectives. List any skills, knowledge, attitudes, and special preparation that you feel will be essential on the job. Finally, make a schedule of your learning plan and list any particular methods you anticipate using to keep a record of your experience.

Throughout your field experience, you will have several opportunities to test, modify, and refine your plan.

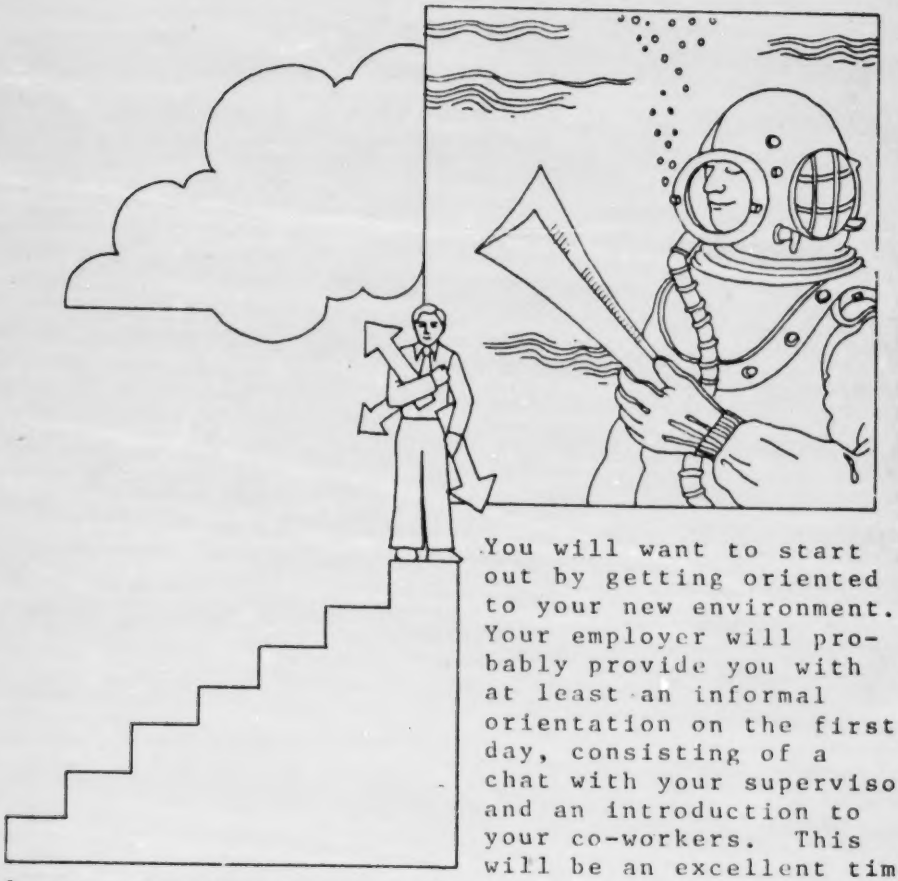
III Involvement In The Learning Experience

Most students at one time or another before completing their education have worked at part-time and full-time jobs. In general, the only full-time jobs for full-time high school or college students are summer jobs. With some exceptions, these involve relatively low levels of responsibility since little or no experience is required to obtain them.

Whatever your own experience with previous employment of this kind, you will have learned something from just participating in a working environment. But as you now enter this new work/learning field experience with its greater expectations, you will probably find that it is as overwhelmingly different as any earlier important change in your environment--such as entering college, moving to a new community, or spending a summer away from home.

You can have all the blessings of your college, a heavy dose of confidence, and an excellent learning plan tucked under your arm, but you will still find after a day or so in your new environment that it is filled with procedures and events you did not anticipate. The information in this chapter cannot miraculously reveal all of these things, of course, but it is intended to help you "expect the unexpected" and to adjust rapidly to some typical frustrations and disappointments that you are likely to encounter.

Step 7
Orient Yourself to the Work Situation



You will want to start out by getting oriented to your new environment. Your employer will probably provide you with at least an informal orientation on the first day, consisting of a chat with your supervisor and an introduction to your co-workers. This will be an excellent time for you to ask some questions such as, where do I belong? What is expected of me here? How do I get certain things accomplished?

Your new "classroom" probably appears very different to you, and your fellow workers (including, perhaps, a few with backgrounds like your own) are your best source of information about the work situation. Do not be surprised if you get conflicting information, however. Each of your co-workers will see the employer from a slightly different perspective and will have a unique approach to carrying out his or her responsibilities. If two or more employees give you conflicting advice on how to "get along," you can take this in stride by recognizing their different orientations and by examining what you learn from them in the light of your own task and learning plan.

Institutions--banks, research firms, hospitals, brokerages, agencies--all have different ways of doing things, with their own individual procedures and systems of human interaction. Not unlike a college or university, each organization has its own rituals, values, "power structure." You may notice that groups of employees regularly eat lunch together or that coffee breaks are observed with some regularity. You may observe that in some departments it is common for the employees to stay late and put in long hours; in others, workers will scoff at overtime.

If you cannot obtain a flow chart or organization chart from your supervisor, showing the relationships between you and the employees closest to you, you can draw up a simple one yourself. From time to time, refer to it when it is unclear to you how you and your responsibilities fit into the organization. Your supervisor can give you helpful materials on the functions of departments and of the entire organization. Use the following page as a checklist of "Tips on Getting Orientied."

Tips On Getting Oriented

In the first week or two of field experience, you will need to give most of your attention to getting acquainted with your co-workers and your activities. Work situations vary a great deal, but the following WHO, WHAT, HOW, WHERE, WHEN questions may suggest the general types of information that can help you get oriented more easily. Try answering them after you have been in the new setting for a day or so.

WHO -- Who does what in your work situation? Who is responsible to whom? Who are good sources for special types of information? What are important names and telephone numbers you should know? (Make a list.)

WHAT -- What are your responsibilities? What specific things are you expected to do on your own, to do when told, to monitor regularly, to look out for, etc.? (List and check with supervisor to clarify, if necessary.)

HOW -- How does work get done? Do individuals help one another, or is work carried out independently? Are you expected to seek instructions frequently, or is your work reviewed as it proceeds? Are there unwritten codes of behavior? (Such expectations may be very important and may require your close attention.)

WHERE -- Where are important items kept? Where can answers be found? Who has the practical information? (Ask a lot of questions about such details. People like to keep newcomers informed.)

WHEN -- When are the critical deadlines? When is time most important? How can you tell when speed is more important than accuracy?

Roles of the Participants

The Student

We called attention to the fact that your new role will be quite different from any you have had previously. As a school and college student, your learning role has been to a large extent passive in following the directions of faculty members. Now, you can begin actively to control your own learning. The three special qualities of experiential education--environmental, interpersonal, and performance--that tend to separate it from classroom learning will be at your disposal.

Making the transition to this new role, as much as you might look forward to it, will not be as easy as you might think. As an initiator, you will have to strike a balance between a largely passive learning role and one that could seriously disrupt the main task you have been hired to perform.

If you ask thoughtful questions of those around you, you will start to acquire a sensitivity to your learning role. Many students, conditioned by classroom situations in which only the most thoughtfully worded questions are acceptable, are reluctant to ask questions of their work supervisors. In general, supervisors are used to answering perfectly ordinary questions, and you should not mind asking about something that might seem a little trivial.

As the main architect of your own learning plan, you will have a better understanding than your supervisor, or even your faculty advisor, of all you want to obtain from, and contribute to, the field experience. To accomplish that, you will have to be assertive.

If you are ordinarily a cautious person, consider taking a few reasonable risks in your new environment. If an assignment seems unreasonable to you, it might be better to question it than to obey it in a way that reveals your dissatisfaction. In a way, students can afford this kind of risk-taking more than regular employees; students, as short-term employees, are not as a rule concerned about permanent job security and should not be afraid to make a few honest mistakes.

You may discover in the work setting a dimension of personal freedom even greater than the freedom you experienced when you began college, and, as in college, the freedom can be both a learning asset and a learning disadvantage. In many large organizations, employers have been pleased by the fact that student/workers, not yet sensitive to "chains of command," move freely throughout several administrative levels, picking up "odd-job" assignments and relaying important information between departments. This "messenger" function is an excellent learning stimulus.

You may find that your perception of time is unlike that of your supervisor. A term of work as long as a semester will seem quite long to you; to your supervisor it might seem quite brief. Such perceptions often lead students to overestimate the amount of work they can accomplish in the period, and supervisors to underestimate it. An occasional informal review of your work by you and your supervisor should aid both of you in arriving at a happy medium.

If you are like a good many students, you will bring to your job some excellent personal qualities, attitudes, and in particular a fresher outlook that may be lacking in more experienced employees. You will approach the new job with enthusiasm, and you will be interested in accomplishment, in bringing about change, in finding something in the experience relevant to your goals. As we shall see later, there will be a few frustrations, but you will learn that you can cope with them and still profit from the experience.

The Faculty Advisor

The faculty advisor, although sometimes referred to as a supervisor, frequently exercises little supervision during the student's term of field experience. Sometimes, this person has an overall administrative role in off-campus programs. In other cases, he or she will counsel, sponsor, or advise only a few students in a specific academic area.

It is important to remember that, even without actually supervising your work, your advisor can still help you learn more from your experience than you could probably learn on your own. The advisor can help you frame the proper questions, can assign relevant readings or topics for you to investigate, can put you in touch with other people in the field, can help you interpret your experiences. If you are to be awarded credit for the work experience and if some kind of assessment is involved, the faculty member can help you understand how the assessment will take place.

You will find that your advisor is perhaps the best liason between the academic world and the "real" world in which you are now working. If your work setting is some distance away from your campus, it would be advantageous for you to correspond occasionally with your advisor concerning your experience. The advisor is able to respond to questions about the relationship between elements of the work situation and your academic program and can, if necessary, refer some of these questions to other faculty.

The Work Supervisor

In the work experience, your supervisor or employer has an important administrative role that goes considerably beyond any interest in you as a student. Since several employees will probably report to this individual, his or her chief interests are in the general productivity of a number of people and their welfare on the job. As a result, your supervisor may be preoccupied with many important matters, but will be willing to meet with employees as needed to discuss their personal concerns about their work.

Learning Assistance

Throughout your new experience you will find that you need support and assistance of various kinds, and you will want to know where, or from whom, to find the proper resources. Although you cannot expect that anyone will "hold your hand," it will become apparent soon after you start that a few persons around you are particularly helpful. As you get to know these people, they will be glad to assist you or to direct you to someone who can.

You can enter into profitable dialogues with your *peers*. Although some of your co-workers may be students themselves, their backgrounds and responsibilities are probably matched in ways quite different from your own.

Your *faculty advisor* can help you by giving you new ways to think about a particular problem or experience, by tactfully communicating to your supervisor any concerns or problems that you are reluctant to discuss with the supervisor, or by referring you to readings.

Your *supervisor* can take you to staff and committee meetings, notify you about incoming brochures and communications that might be useful to you in your work, and call your attention to available audiovisual materials.

If your employer has a personnel office, it probably is staffed with counselors in whom you can confide about sensitive work problems. Find out about any relevant trade journals, and read nearby bulletin boards. Particularly if you are in a new locality, you will want to investigate its cultural and civic resources.

In field experience, the diligent use of resources can often trigger a chain reaction of events that are filled with learning benefits. For example, a young woman serving an internship at a health care organization became aware that parents of disabled children were ignorant of the agency's services. She decided that an informative film would be useful in publicizing the services. Although she knew nothing about film making, she saw this as a learning opportunity.

She spent two days at a nearby state agency looking at comparable films with a colleague of her supervisor. On her own campus, she then obtained some short instruction in filming and editing, and persuaded some fellow students to assist her in the project. Her faculty advisor arranged for her to borrow the necessary equipment, and the campus public relations office agreed to use posters and a news release to publicize the film. When the film was ready the student arranged for its showing at a community center and a public library, and later obtained from her college library a list of similar agencies in other cities.

Of course, this student was unusually resourceful, but most field experiences offer some opportunities of this kind for students who are willing to take the initiative. At each stage, the student learned something she had not known before. Moreover, she had the satisfaction of having accomplished something beneficial to the community. Other ways to pursue your learning objectives are suggested in the list of "Strategies for Learning."

Strategies for Learning

The following suggestions are a few of the ways you might go about attaining your learning objectives. They are keyed to the broad categories listed on Worksheet A.

Specific Job Competences. Learn about the chain of work involved in the particular tasks you do. Where did the work come from, and where is it going? How does the work you do fit into a larger picture? Why is your task necessary? What will be done with your work after it leaves you? Are you getting on-the-job training for specific skills?

Career Exploration. Try to understand the organization chart (formal or informal). Through what career lines do different people tend to move? What sort of education and experience is normally required in each line of work? What are the working conditions and demands in these careers?

Broadening Horizons. Read available literature about the agency or company in which you work. What work does it do? What social functions does it serve? What social concerns (ecology, equal rights, improved health, etc.) are involved?

Learning about Work. Take an interest in personnel policies, agency rules, union regualtions, etc. What can you learn about laws, taxes, fringe benefits, etc. that are important to employees in this field? What grievance procedures are there?

Interpersonal Skills. Make a special effort to observe the personal style of supervisors and colleagues. Try to identify clear examples of interpersonal mannerisms that seem to promote good working relationships or others that get on people's nerves.

Learning from the Local Environment. Make an effort to find out about the local environment and discover (a) what is unusual or noteworthy about it, or (b) what aspects are especially related to your interests (music, history, architecture, business, etc.).

Taking Responsibility. Try to list the most important responsibilities in the work you do and rank them. Ask your supervisor or a colleague to do the same. Discuss and try to understand why the two of you might view the work differently.

Research Skills. Identify some sources of information connected with your work. Why are they important? How is the information used?

Step 8
Amend Your Learning Plan

Outside the classroom, circumstances are not as predictable and controllable as they are within it. New opportunities and challenges will appear, and by responding rapidly enough to them you will be able to add new elements to your learning plan. For example, many large agencies are faced with issues and problems that require frequent shifting of personnel from one project to another or a sudden law suit can result in scores of employees being assigned into new tasks.

Just as these unanticipated developments can reveal new learning opportunities, they can destroy some of your original ones. If the responsibilities of you or your supervisor change significantly, you should notify your faculty advisor and attempt to modify your learning plan accordingly. But even if there are no important changes in your situation, the learning experience may prove to be quite different from what you imagined. At this point go over your learning plan carefully and see whether it is necessary to change some objectives. If so, discuss the changes with your faculty advisor and supervisor.

Barriers

Some unpleasant things will get in your way and frustrate you. These could range from a "bad day" now and then to failure to meet an important objective. However, even in painful and negative experiences, we often learn a great deal. Such experiences teach us something about ourselves, about organizations, about human relationships.

Certainly, if you find the going especially rough, you may have to return to your campus, your community, or your own home for help. But you can probably weather the little storms if you have some notion of where they may occur.

Boredom

Students in work experiences often finish their assignments promptly, then become bored. To a supervisor, a bored student sitting at a desk may appear lazy. This problem of becoming bored can be dealt with by seeking out new assignments.

Unrealistic Expectations

Students want to make an impact on their new environment; they want to bring about change and to see some immediate results of their efforts. They become quickly frustrated when their good ideas seem to be ignored or when they cannot see any real effect of the work they have produced.

If you feel that no one is really listening to your ideas and suggestions, keep in mind that one very real problem exists in many organizations, particularly in large ones with traditional "pyramid" management--namely, that they do not have the resources or the ways to implement many of the good ideas of employees and even of top management.

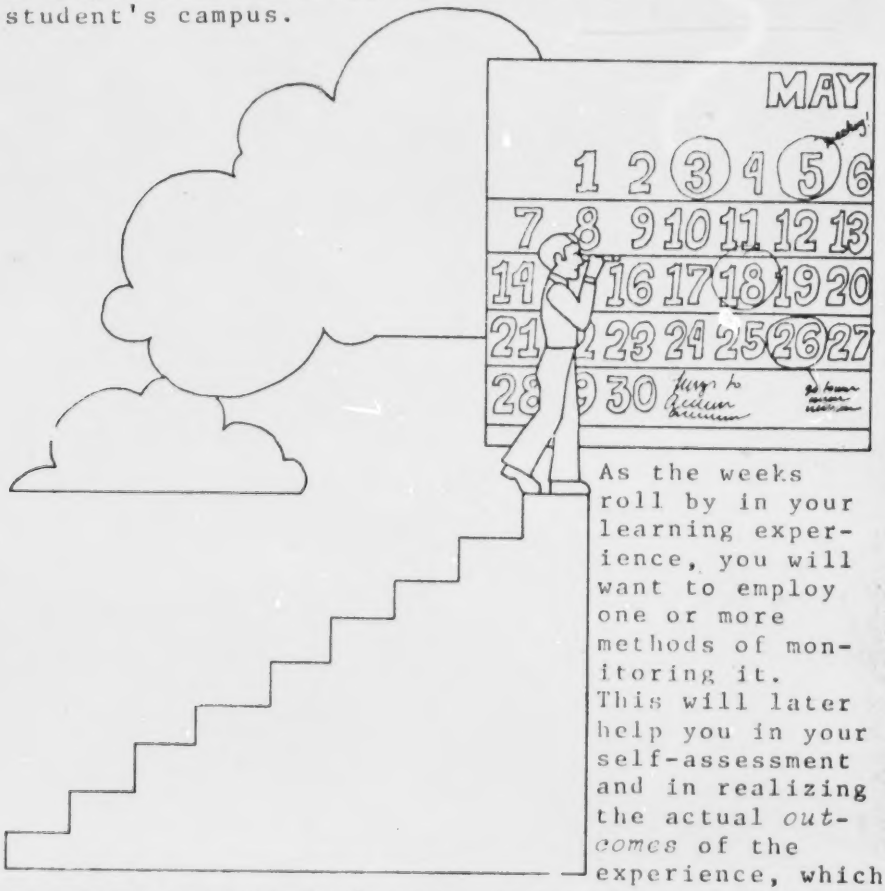
By the same token, it is difficult to see the effects of "a small splash in a big pool." You will appreciate the impact you are making within a large organization more if you consider the relationship of your own tasks to the longer-range goals of the organization.

Conflicting Student Goals

Occasionally, in spite of the most satisfactory preparations, students will find that their own educational objectives must take a back seat to the manpower demands of the employer. In such cases, early consultation with faculty sponsors is important. If the conflict is not a serious one, a conference with your faculty sponsor and your supervisor together may be helpful.

Role Relationships

Once in a while, a conflict will occur between instructions a student receives from his supervisor and those he gets from his faculty advisor. Each of those individuals, of course, has a somewhat different set of objectives, and the student might be able to resolve the conflict in discussions with them. If not, the problem should be explained to an appropriate official on the student's campus.



Step 9
Monitor Your Learning

As the weeks roll by in your learning experience, you will want to employ one or more methods of monitoring it. This will later help you in your self-assessment and in realizing the actual *outcomes* of the experience, which can mean a great deal more to you than a single grade for a course. Your monitoring can be accomplished in several ways.

You are mainly interested in *observing, recording, and reflecting*. Observations can be recorded briefly in a log or by simple *note-taking*. It would be desirable to keep a *journal* and to make entries in it at regular intervals--every other day, perhaps, or weekly. Any of these devices could be requirements for assessment of your learning.

The journal may be free-form, and rely on a simple "stream of consciousness" reporting of recent experiences. Or it may be structured in some manner. Helen Graves of the University of Michigan's Dearborn campus has asked her students to record four things in their journals each day: a perception, some feelings, a single question asked to fellow workers or residents, and a fantasy.[7]

Another *structured reflection* device is a *critical incident report*, which Michigan State University's Justin Morrill College requires of students participating in cross-cultural experiences.[8] The students, by means of both brief, newspaper-type accounts and longer narratives, describe events of moderate significance in which they have tried to apply certain identifiable skills. The "Guide to Critical Incident Writing" at the end of this section is used by Justin Morrill College students as a checklist to follow in reporting on these incidents (see pp.50-51).

Worksheet F provides a method of keeping notes about your experiences that are directly keyed to the learning objectives you identified earlier. If you routinely spend some time each week recording your experiences, it will help direct your effort and will also provide a useful record or diary for later reference.

---

[7]Helen Graves, *Educational Structuring of Political Internship Experience: The University of Michigan-Dearborn Model*. Political Science Department, University of Michigan-Dearborn, 4901 Evergreen Road, Dearborn, Mich. 48128.

[8]The Critical Incident Technique was developed by John Flanagan and has been adapted for use in the Justin Morrill program.

In some settings, students can use *cameras* and *tape recorders* to record the sights and sounds of important happenings around them. *Final papers or reports* are required in many field experiences, and the various monitoring systems described here can be especially useful in preparing such papers.

Guide to Critical Incident Writing*

I. A "critical incident" is a brief description of an event in which a student has sought to use one of the cross-cultural education skills. It should answer most of the following questions:

Which skill is the incident related to?

What was at issue?
- Problem to be solved
- Decision to be made
- Action to be taken
- Mission to be accomplished
- Controversy to be settled
- Opinion to be arrived at
- Agreement to be reached
- Understanding to be reached

What were the circumstances surrounding the event which are important to it?
- Place
- Occasion
- Social contexts
- Time of day
- Weather

Who were the people? (significant factors about them)
- Age
- Occupation
- Sex
- Attitudes
- Nature of involvement
- Relationships between the principals
- Emotions or feelings at work

What other information would help make the circumstances more understandable?

Behavior: Specifically what did you do (described in detail) in attempting to use the skill in the above circumstances?

* Courtesy of John Duley, Justin Morrill College, Michigan State University.

Guide to Critical Incident Writing (cont'd)

II. Analysis:

A. Indicate in what ways this was a successful or unsuccessful demonstration of the skill

B. Write a summary statement describing the following for the skill used:

1. *Information source development:* Summarize the process which you went through in the development of your information source or network.

2. *Cultural understanding:* What understanding or insights into that culture or your own did this incident give you?

3. *Interpersonal communication* and

4. *Commitment to persons and relationships:* Summarize the developmental process in the communication or the development of commitment.

5. *Decision making:* Summarize, insofar as possible, the information source development which took place, the alternatives and consequences you considered, your values which influenced the decision and what kind of decision making strategy you were engaged in.

6. *Self-understanding:* Summarize the insight about yourself which the incident provided including the values, and goals which became clarified.

7. *Self-reliance:* Summarize how the incident helped you develop more self-reliance.

51

IV Synthesizing The Learning Experience

If you have generally followed the suggestions in this *Guide* for preparing for and participating in your field experience, then synthesizing what you have learned from it and integrating it smoothly into your academic program should present little difficulty. As you return to your campus, your experience will take on new meaning. Now that the work itself and the services you performed are behind you, your appreciation of the learning you have acquired will increase. You can examine that learning more objectively. Returning to your more familiar roles, you and your faculty advisor can examine and discuss the outcomes of the experience.

Your advisor perhaps will have already required a written report, or may require it within a reasonable period after you have returned. You may be asked to submit other evidence of what you have learned, and in some cases a formal debriefing is required. These activities could be used to assess your experience and to award credit and perhaps a grade.

It would be easy to assume that such a grade or credit is the culmination of the learning experience, but the chances are neither you nor your college see things quite that simply. Somehow your experience has been such a broad one that a single grade does not seem adequate.

What you and your advisor really want and need is a comprehensive picture of the learning you have gained that will make it easier for you to plan your future academic program. If you recall some of the steps you took not only when you were preparing for your experience but while you were involved in it, you will realize that you are probably well-equipped to present a total picture, for your own benefit and your college's.

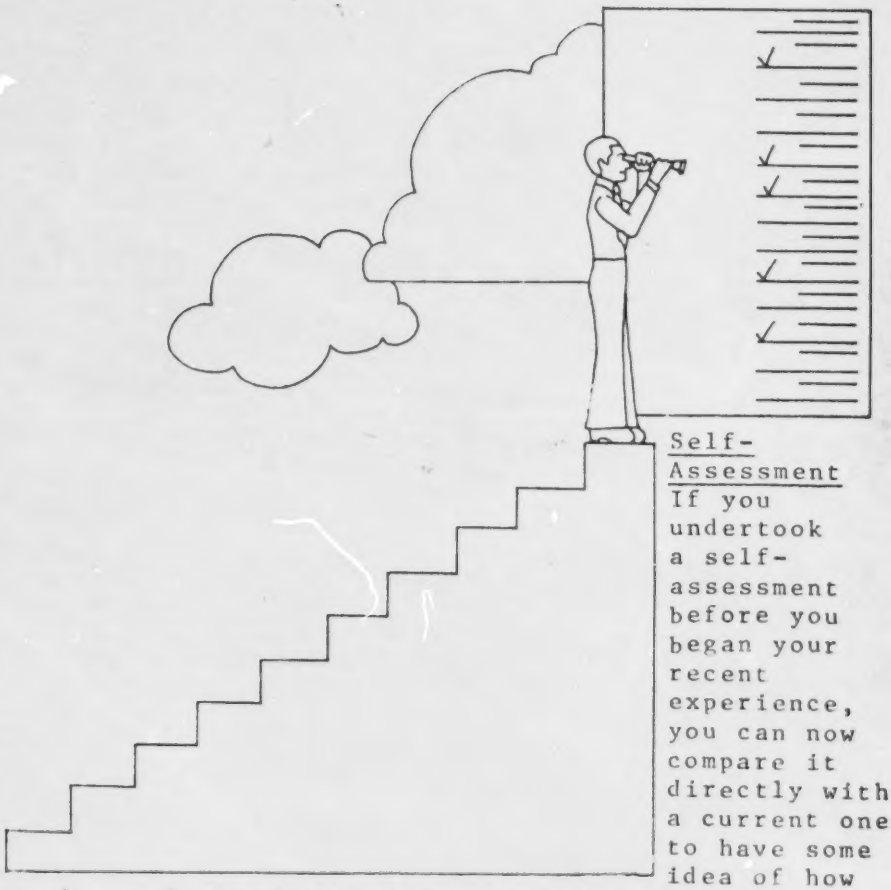
Your Original Objectives

You can now review your learning plan in order to see whether the experience actually met your original objectives. Did you add certain unanticipated objectives along the way? What have you learned about yourself? About others? About another environment? Can you describe how any of your attitudes, values, or skills were enhanced by your experience? How does your experiential learning mesh with your present and future academic programs? Are any of the skills or knowledge you learned applicable to specific courses you either have already taken or intend to take? Are they applicable in the career you are leaning toward?

Supporting Evidence

If you have written records or other tangible evidence of your experience, you will want to keep them for future reference. Journals, critical incident reports, and other reflective writings can serve as comparisons with others you produce in later field experiences. If your college requires such documents for assessment purposes, it would be worthwhile for you to make copies of them.

Step 10
Assess Your Learning Outcomes



Self-Assessment

If you undertook a self-assessment before you began your recent experience, you can now compare it directly with a current one to have some idea of how much you learned. A thorough *debriefing* on your experience with your faculty advisor should facilitate your self-assessment.

Worksheet G may be a useful way for you to make your own personal assessment of your learning experience. Go back to the learning objectives you set for yourself (Worksheet C or a revision if you have changed it). Decide which of the specific learning objectives you attained quite well and list them in the first column. Similarly, list your other objectives in the appropriate column. This worksheet is a summary, but you need to analyze your learning much more carefully if the experience is to be of maximum benefit.

It is helpful to ask two types of questions as you look at the summary sheet. First, why was the learning especially good in some instances and poor in others? What can you do to increase the chances of having other good learning experiences and avoiding whatever problems caused some objectives to be met poorly or not at all? Second, what are the implications of this assessment? In particular, how can the assessment of this learning experience lead to new learning objectives that are likely to prove useful and satisfying?

External Assessment

In addition to your own personal assessment of your learning, most institutions undertake some kind of external assessment. Such assessment may be very general in nature, or it may focus upon highly specific learning outcomes. Institutions carry out this assessment in order to document academic credit for the experience, to evaluate the benefits of the experience, and to give you guidance. Although your advisor has probably given you essential information on how you will be assessed, it would be helpful to know how the assessment of experiential learning differs in general from the assessment to which you are accustomed in the classroom.

Your learning in the field experience has been highly individualized. The plan that you have followed throughout the experience has reflected your own personal learning goals, and is therefore different from the plans of other students, even those who have been in work settings similar to yours. Since experiential learning has this individual quality, traditional kinds of classroom assessment--tests, for example--are not always suitable.

Expert judgment is a highly useful way of assessing experiential learning. This procedure relies both on persons who have expertise in the student's area of work experience and on others who can relate elements of the work experience to their own areas of academic expertise. These persons can assist the student prior to the experience in planning for certain learning outcomes, and later can help assess those outcomes. The following steps could be taken in a well-organized external assessment procedure:

1. Prior to the work experience, the student meets with an *assessment coordinator* to discuss the principal steps involved in the assessment of the experience and any prescribed *learning outcomes*. The coordinator might be the student's faculty advisor or another member of the staff of the college or university who has responsibility for such assessment.

2. The assessment coordinator will identify other *participants* in the assessment procedure. They might include:

   a. Faculty experts from various disciplines.

   b. Individuals who have been through similar experiences.

   c. Administrators interested in institutional objectives.

   d. Work supervisor or other representatives of the off-campus program.

3. The means by which the student's learning will be *observed and recorded* are specified. In addition to journals and other self-reproting devices, the student might be asked to submit a *portfolio* or to have his supervisor submit a *letter* or a *rating form*. Materials of this kind, in combination with interviews between the student and the assessment participants, all aid in forming an accurate picture of real learning outcomes.

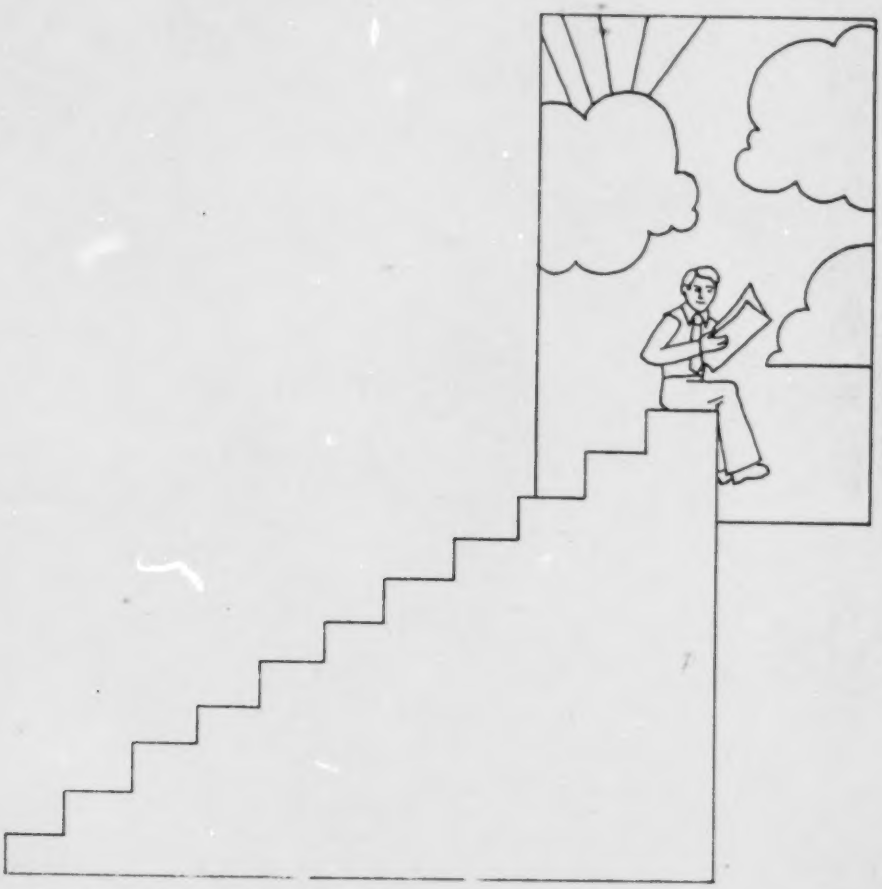
4. Midway through the work experience, the student ought to receive an *informal assessment* of progress. The main purpose of this step is to give the student feedback and guidance and to identify any learning outcomes that are not being met. A written report might be submitted to the student, suggesting any modifications that might be necessary.

5. At the conclusion of the work experience, the *formal assessment* will take place. This is the step at which any academic credit for the experience is usually awarded, and will provide a *public verification* (for the record) that the student has demonstrated the prescribed outcomes.

There are other, informal sources of external assessment that might be useful to you. Your *peers* in the work setting probably gave you constructive comments. Similarly, any *clients* with whom you regularly came in close contact probably gave you some feedback about your service to them.

All these forms of external assessment can help to give both you and your college the broadest possible picture of your learning experience. Such assessment also gives you valuable concrete evidence of your learning.

Step 11
Establish New Learning Objectives



Worksheets H and I provide a convenient way to summarize your self-assessment and analyze its implications for further learning. Give each question careful thought. How much value your learning experience has for you will depend mostly upon how seriously you try to profit from it. You may want to use some of these questions as a basis for any report your institution requires.

You have now set in place an important building block in what could amount to an entire lifetime of experiential learning. You can utilize it to its maximum effectiveness by repeating the same cycle the next time you participate in a college-sponsored field experience. This will require the reexamination of your educational goals and the drawing up of a new learning plan, probably somewhat different from the last one. Each time you go through the process, you will realize more strongly that education and work form a most compatible partnership.

Additional Sources of Information

The three books listed below will give you valuable advice and assistance in setting goals, finding appropriate work experience, and making other decisions affecting your future. All three are written in a clear, often entertaining style, and should help guide you through any difficult moments you might encounter as you plan for and participate in a field experience program.

Bolles, Richard N. *What color is your parachute? A practical manual for job-hunters and career changers.* Berkeley, Calif.: Ten Speed Press, 1972.

Crystal, John C., and Bolles, Richard N. *Where do I go from here with my life?* New York: Seabury, 1974.

Koberg, Don, and Bagnall, Jim. *The universal traveler. A soft-systems guide to: Creativity, problem-solving, and the process of reaching goals.* Los Altos, Calif.: William Kaufmann, Inc., 1972.

Acknowledgements

This *Student Guide* represents an effort to furnish students in college-sponsored field or work experience programs with information useful in integrating the learning derived from those experiences into their regular academic programs. In December, 1974, Warren Willingham, Richard Burns, and I of Educational Testing Service and José Rivera of El Paso Community College, met with six consultants, each of whom has considerable expertise in the area of field experience education. The six were: John Duley, Director of Field Study, Justin Morrill College, Michigan State University; Sheila Gordon, Associate Dean, LaGuardia Community College; William Ramsay, Dean of Labor, Berea College; Robert Sexton, Executive Director, Office of Experiential Education, University of Kentucky; William Thomas, Dean, Experimental Educational Programs, University of California, Los Angeles; Richard Ungerer, Executive Director, National Center for Public Service Internship Programs. Out of that meeting, emerged an outline on which the earlier working-paper version of the *Guide* was based, and the group contributed many excellent ideas that are incorporated in these pages.

The working paper was reviewed in a number of colleges and universities by both students and faculty. The comments of many of these reviewers were quite useful in revising the *Guide*, and I am sorry that space does not permit me to acknowledge each of them. I am especially grateful, however, both to Richard Allen of Johns Hopkins University, who furnished some detailed comments that were taken into account in this revision, and to Gene Ernst of Kansas State University, who was most complimentary of the working paper's content but argued for a more attractive format.

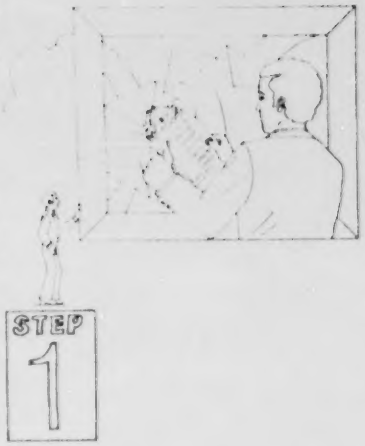
Finally, I am indebted to Bill Ramsay and to John Valley of ETS for their thoughtful editorial comments when the manuscript was in its final stages.

It is difficult in producing a publication of this sort to serve somehow the wide range of students in sponsored experiential learning programs. Nevertheless, it is hoped that, by making special adaptations if necessary, any faculty sponsoring such students will find the *Guide* helpful in their varied institutional settings. In this regard, I recommend *College-Sponsored Experiential Learning--A CAEL Handbook*, written especially for faculty by John Duley and Sheila Gordon.

Hadley Nesbitt

WORKSHEETS

Worksheet A
Student Goal Analysis



The nine categories summarized below represent broad types of learning goals. The examples are cited to help illustrate some types of concrete learning outcomes that might be involved. After studying these, rank the areas on the left from one to nine in importance to you as learning goals. On the right, indicate, if you can, the policy of your institution toward each category, using the following code:

A--required in your program
B--encouraged of students but not required
C--may be recognized through credit or other means, although neither required nor encouraged
D--not recognized

Your rank		Institutional Policy Code
_____	1. *Specific Job Competences*--Particular understandings or work skills you would like to learn, such as surveying, operating a particular business machine, art work in a special medium, photographic develping, tutoring, office management, cost accounting, editing, counseling the elderly.	_____
_____	2. *Career Exploration*--First-hand observations of the daily routine of professionals in an area of interest, direct involvement in the types of work in a field, knowledge of job opportunities that might be available, familiarity with occupational literature and organizations.	_____
_____	3. *Broadening Horizons*--Understanding how the legislative process works, familiarity with the bureaucracy of public agencies, understanding why social programs sometimes do not work well, getting a better grasp of the social role that organizations play and the values they hold.	_____

(over)

4. *Learning about Work*--Learning how to make your way through a complex hiring process, understanding the fringe benefits and personnel policies that affect your welfare, learning how such practices are related to laws concerning employment.

5. *Interpersonal Skills*--Learning how to deal with pressure and tension in work relationships, how to communicate what you know to strangers, recognizing when to speak and when to listen in work relationships, learning how to handle criticism, how to convince a supervisor to try out an idea of yours.

6. *Learning from the Local Environment*--Understanding the unique history and character of an area, an institution, a community, or workplace; using the special resources of an area to further your own understanding of a particular interest like music, social organization or systems analysis.

7. *Taking Responsibility*--Learning how to organize a complicated job, how to monitor your own time and effort so that a tight schedule can be met, how to get a piece of work done so that it fits in with the work of others, how to take initiative in getting something difficult accomplished.

8. *Research Skills*--Learning how to seek new information, how to organize facts into a persuasive argument or course of action, how to relate academic knowledge to the demands of a particular job.

9. *Other Goals*--Recreation, exploration of other materials, learning how to furnish an apartment and cope alone.

Worksheet B
Items to Clarify Before Accepting a Work Experience Offer

1. The name of the individual to whom you will be responsible while you are involved in the experience.

2. What are the working hours, and how flexible will your schedule be with regard to your specific responsibilities?

3. How much will you be paid, and how often?

4. What is the exact nature of your responsiblities?

   a. What are the specific duties for which you will be responsible?

   b. What kinds of day-to-day assignments can you expect to receive at the initiative of your supervisor and others?

(over)

Worksheet B (Cont'd.)

5. List any unusual requirements in connection with the work that concern such matters as medical examinations, overtime work, or any personal expenses required.

6. Where will you be working throughout your experience, and will any travel be necessary in the work?

7. If any special housing or eating arrangements will be required, list them.

8. If you are aware of any hazardous work conditions that you might expect to encounter, list them.

Worksheet C
Analysis of Specific Learning Objectives

Once you have a good idea of what your responsibilities in your new placement will be, list below, in the nine broad categories, the specific learning objectives you might expect to accomplish. Refer to Worksheet A for examples of specific learning objectives in each category.

1. *Specific Job Competences*

2. *Career Exploration*

3. *Broadening Horizons*

4. *Learning about Work*

(over)

Worksheet C (cont'd.)

5. *Interpersonal Skills*

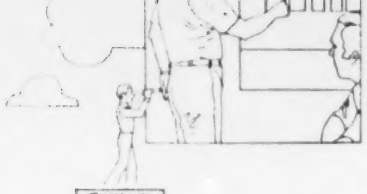
6. *Learning from the Local Environment*

7. *Taking Responsibility*

8. *Research Skills*

9. *Other Goals* (not necessarily related directly to learning)

Worksheet D
Basic Preparation



STEP 5

List in the four categories below the kinds of specific preparation that you feel might be useful for your new assignment.

1. *Courses relevant to the assignment to take beforehand*, if possible, or concurrently with the field experience (for example, relevant history; theoretical background; language; introduction to the occupation; technical skills related to the job, such as typing or knowledge of a foreign language; etc.)

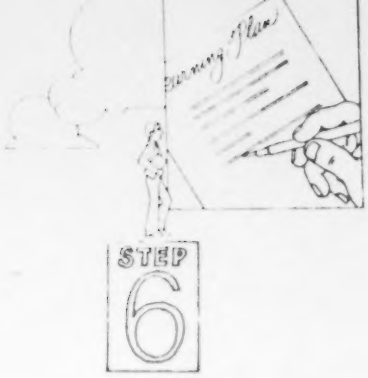
2. *People with whom to talk* (professors, students who have been in the same assignment, people in the field, the personnel office, etc.)

(over)

3. *Things to read* (company material, chamber of commerce brochures, job descriptions, technical manuals, notes and textbooks from former courses, etc.)

4. *Prior experiences* (visits to the new location, observations of people working in similar jobs, etc.)

Worksheet E
Learning Plan Outline



1. Referring to Worksheets A and C, what are the main objectives that you expect to accomplish in the field experience?

2. Describe briefly those features of your field experience that you expect will best enable you to meet your main learning objectives.

3. What are your main responsibilities to your new employer or supervisor?

(over)

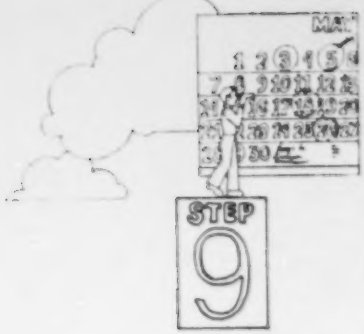
4. Are there any potential conflicts you can foresee between your work responsibilities and your learning goals?

5. What skills, knowledge, and attitudes that you already possess will be especially needed in the new experience?

6. List any specific preparation that you have been advised will be needed for the experience.

7. List any "tools" that you have decided to use (a journal, analytical reports, records of your observations, etc.).

Worksheet F
Weekly Monitoring of Learning Outcomes



In the areas where you have already identified learning objectives, the weekly use of this form will help you keep track of your progress. A copy of this form may be made for each week of your work assignment period.

Learning Objective	Date	What have I learned during this past week that is related to my learning objective?	What should I try to learn next week?
1. *Specific Job Competences*			
2. *Career Exploration*			
3. *Broadening Horizons*			
4. *Learning about Work*			

(over)

Worksheet F (cont'd.)

Learning Objective	Date	What have I learned during this past week that is related to my learning objective?	What should I try to learn next week?
5. *Interpersonal Skills*			
6. *Learning from the Local Environment*			
7. *Taking Responsibility*			
8. *Research Skills*			
9. *Other Goals*			

Worksheet G
Self-assessment of Learning Objectives

In each of the nine learning categories, list the specific learning objectives from Worksheet C in the appropriate column, depending upon how well you judge the objective was reached.

	Very Well	Satisfactory	Poor
1. Specific Job Competences			
2. Career Exploration			
3. Broadening Horizons			
4. Learning About Work			

Worksheet G (cont'd.)

	Very Well	Satisfactory	Poor
5. Interpersonal Skills			
6. Learning from the Local Environment			
7. Taking Responsibility			
8. Research Skills			
9. Other Goals			

Worksheet H
Personal Assessment of Post-experience Learning

1. Why were you able to accomplish some learning goals effectively?

2. Why do you feel you failed to accomplish some goals adequately?

(over)

Worksheet H (Cont'd.)

3. List any unanticipated learning that you obtained from the experience.

4. What important recommendations would you suggest that your faculty advisor pass along to future students concerning the same experience?

5. Can you recall any significant positive or negative experience that helped you learn something important?

Worksheet I
Plans for Future Learning

1. Did you learn any knowledge, skills, or attitudes in your field experience that caused you to want to modify your educational plans? In what ways?

2. What new learning objectives have you acquired from the experience?

(over)

Worksheet I (Cont'd.)

3. Did the field experience suggest to you future kinds of employment you would like to try?

4. Do you intend to approach any future work experience with different expectations? Explain.

5. Are there specific academic courses that you now want to take as a follow-up to your experience? Explain why.